



Goshen Community Schools 2011 Teacher Evaluation Plan



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MISSION

Goshen Community Schools – Ensuring all students acquire knowledge and apply skills, enhancing tomorrow's opportunities.

VISION

Goshen Community Schools – where learning is valued, students are honored and each person experiences a success and a challenge every day.

PHILOSOPHY ON THE EVALUATION PROCESS

Philosophy: We Believe....

- nothing we can do for our students matters more than giving them effective teachers.
- that the main purpose of the evaluation is to improve areas of the individual teacher's effectiveness.
- teachers deserve to be treated like professionals.
- that the performance guidelines and standards are established to aid in the evaluation.
- that any evaluation, to be effective must motivate self-improvement and be the result of a collaborative communication on the part of the evaluatee and the evaluator.

PURPOSE OF THE EVALUATION PROCESS

Objectives of the evaluation process are to:

- Clarify the performance expectations of the individual, including professionalism with attendance, on-time arrival, policies and procedures, and respect, as well as the 19 indicators on the TAP rubric.
- Utilize different organizational resources (school plan, cluster long-range plans) to identify the most pressing student need and couple it with the teacher's instructional need.
- Make connections between effective teaching practices in the classroom and increases in student achievement.
- Establish an individual goal written in terms of student achievement and aligned to school and cluster goal with a supporting area for instruction.
- Make evaluation relevant to on-going job performance.

- Formulate plans for both the evaluatee and evaluator to follow up on “target” refinement and reflections.
- Assess results of job performance both by means of self-appraisal and evaluation by the evaluator.
- Conduct a timely post evaluation conference and keep accurate records of conferences and class visitations including the scoring/evidence template and evaluator/self-evaluation report documents.
- Lead to higher student achievement.
- Establish appropriate ways for follow-up of actions needed for further improvement.
- Assess the effectiveness of the evaluation process annually and to revise as necessary.

Outcomes of the evaluation process should:

- Provide a basis for sound administrative decisions regarding re-employment and placement.
- Lead to more effective utilization of the skills and abilities of the individual.
- Lead to improvement of the learning environment for pupils.
- Comply with Senate Enrolled Act 1 (2011).

Our Practice: Professional Learning Communities (including weekly TAP cluster groups):

Goshen Community Schools is committed to establishing and maintaining highly effective professional learning communities. These groups focus on learning rather than teaching, collaborative work, and hold themselves professionally responsible to evaluate student data and adjust teaching strategies based on the cluster goals or PLC work. Based on this understanding, members of a professional learning community shall participate by meeting regularly, reviewing student learning data, collaborating to improve teaching strategies, establishing common objectives, and establishing and following group norms.

INDIANA TEACHER EVALUATION: SENATE ENROLLED ACT 1 OF 2011

This evaluation document, which meets the standards as set forth in Senate Enrolled Act 1 of 2011 (except as in conflict with Goshen Community School's Master Contract 8/13/11-8/12/15), has been collaboratively created as described in Section XII.B. of the Master Contract August 13, 2011 through August 12, 2015:

All teachers, including extra-curricular positions, will be evaluated according to the 2011 Teacher Evaluation Plan, which will be developed and annually reviewed by the administration and the GEA. Teachers who are evaluated shall have the right to a conference with the evaluator who shall provide the teacher with written suggestions for improvement as needed.

1. This document sets forth annual evaluations for all certified teachers and extra-curricular positions. In January 2011 following a majority vote of support by certified teachers, Goshen Community Schools adopted the System for Teacher and Student Advancement (TAP System) as the accountability system for measuring teacher effectiveness. TAP also includes a Value Added compensation model for each certified teacher teaching K-12 within a Goshen Community School building. All other compensation will be based on the Goshen Community School's Master Contract 8/13/11-8/12/15.
2. In addition to the wages and fringe benefits listed in the Master Contract, each certified teacher teaching K-12 within a Goshen Community School building will be eligible for additional performance-based compensation as determined by the TAP System. (See page 10 of this document.) The calculation of performance-based compensation is a balanced model which considers the academic achievement growth of students by classroom and/or the overall school growth in student achievement, as well as the teacher's performance.
3. Instructional performance and professionalism are measured and mapped to the areas of effective instructional practice for an overall "Skills, Knowledge, and Responsibilities (SKR)" score. Every certified teacher teaching K-12 within a Goshen Community School building is evaluated four (4) times a year by a TAP certified evaluator. At the end of the year, these evaluations are compiled to create the annual SKR score.
4. For the purpose of this document, an "annual evaluation" refers to the SKR score. The annual SKR will be used to make a determination of teacher effectiveness based on the categories set forth by the state: "Highly Effective," "Effective," "Needs Improvement" or "Ineffective".

OVERVIEW OF THE EVALUATION PROCESS

Every certified teacher teaching K-12 within a Goshen Community School building will be evaluated four times every year, according to the System for Teacher and Student Advancement (TAP). Two evaluations will be announced with both a pre-conference and a post-conference. Two evaluations will be unannounced with a post conference. The unannounced formal classroom observations will occur within a 3 week window. Of the four evaluations, at least one must be conducted by an administrator, one by a master teacher and one by a mentor teacher. The fourth evaluation will be completed either by a master teacher or administrator. All individuals who conduct these observations/evaluations must receive training and be certified to do so. In order to insure the objectives and outcomes of the evaluation process, classroom visitations or their equivalents should be scheduled throughout the appropriate evaluation period. In addition, follow-up conferences, to be effective, should be scheduled in a timely manner. Teachers who have questions related to the observation of a lesson may request the opportunity to discuss those questions, for the purpose of furthering their understanding, at a time other than during the post-observation conference.

TAP is an accountability system that stresses job-embedded professional development and support for instructional improvement. As part of the TAP System, all teachers are expected to develop an Individual Growth Plan (IGP) beginning with the 2012-2013 school year. Full explanation and training on the IGP process will be forth coming (Fall 2012). The building administrator is ultimately responsible for the evaluation of all Goshen Community School Corporation staff members.

In addition, all first and second year teachers (those in Residency) will also be evaluated according to the Indiana Mentor and Assessment Program (IMAP). In compliance with IMAP requirements, the building administrator should make two formal observations prior to December 15, and at least one formal evaluation in the spring. A completed IMAP checklist is to be submitted for the employee's personnel file by January 1 and May 1 each year until the IMAP assessment is completed. It is the responsibility of the teacher to document and supply the data to support the IMAP assessment and to renew his or her license.

TEACHER CATEGORIES AND RELATED EVALUATION GUIDELINES

This section has been developed to assist teachers and administrators in understanding the new terminology related to teacher categories as defined by Indiana Code. Related evaluation guidelines are provided to assist in understanding how the results of annual evaluations may impact the teacher's status/category.

Established Teachers

- Established Teachers is the term used to refer to all teachers who are employed by Goshen Community Schools prior to July 1, 2012.
 - Because the term reflects an employment date and not level of effectiveness, these teachers will always remain in the Established Teacher category.
 - An established teacher who has been deemed “needs improvement” or “ineffective/unsatisfactory” on three out of five annual evaluations may be dismissed for incompetence.
 - An established teacher who has been determined to be “ineffective/unsatisfactory” on two consecutive annual evaluations may also be dismissed.

Probationary Teachers as defined by Indiana Code include:

- A first or second year Probationary Teacher, with no previous Indiana teaching experience, (formerly known as non-permanent) is considered *in RESIDENCE* at Goshen Community Schools. The following apply:
 - In addition to the TAP rubrics, administrators need to use the IDOE-IMAP assessment form for residency teachers, as long as it is required by the state for licensing.
 - Any new teacher hired by Goshen Community Schools is a Probationary Teacher until such time as the teacher has received a rating of effective or highly effective for three years in a row.
- Any new teacher (including those with experience from another district) hired by Goshen Community Schools is a Probationary Teacher until such time as the teacher has received a rating of effective or highly effective for three years in a row.
- A Professional Teacher who has been deemed “needs improvement” on two consecutive annual evaluations will be placed on probationary teacher status.
- A Professional Teacher who has been deemed “ineffective/unsatisfactory” in one annual evaluation will be placed on probationary teacher status.
- A Professional Teacher or a Probationary Teacher who has any combination of three annual evaluations within five (5) years that result in ratings of “needs improvement” or “ineffective/unsatisfactory” may lead to dismissal for incompetence.

Professional Teachers

- A Professional Teacher was formerly a Probationary Teacher who has demonstrated proficiency while in the category of probationary teacher by being rated as “highly

effective/exemplary” or “efficient/proficient” on the annual evaluation, for three of five years.

- If a Professional Teacher is determined to “need improvement” on one annual evaluation, they may remain in the professional teacher category. However, after two consecutive annual evaluations of “needs improvement” the teacher will be placed on Probationary Teacher status.
- After one annual evaluation resulting in a rating of “ineffective/unsatisfactory”, the Professional Teacher will move back to Probationary Teacher status.
- A Professional Teacher or a Probationary Teacher who has any combination of three annual evaluations within five (5) years that result in ratings of “needs improvement” or “ineffective/unsatisfactory” may lead to dismissal for incompetence.

INTENSIVE ASSISTANCE PLAN (formerly known as Track I)

The purpose of the Intensive Assistance Plan is to provide a system of support for assisting a teacher in making significant and necessary improvements to their instruction. There are two ways to be placed on an Intensive Assistance Plan.

Required Intensive Assistance Plan

- Any certified teacher will be required to collaboratively develop, with the building administrator, an Intensive Assistance Plan after two classroom observations in one year that each results in a score of less than 1.6 (“ineffective/unsatisfactory”).

Suggested Intensive Assistance Plan

- It is suggested that a certified teacher collaboratively develop, with the building administrator, an Intensive Assistance Plan after two classroom observations in one year that each results in a score between 1.70 – 2.29 (“needs improvement”).

The Plan

- The required Intensive Assistance Plan will be developed within fifteen (15) school days of the post conference observation meeting. (See Sample Plan in Appendix)
- For those teachers for whom an Intensive Assistance Plan is suggested but not required, the plan should be developed within fifteen (15) school days of the teacher’s request for the plan.
- For any certified teacher that has an Intensive Assistance Plan, periodic conferences (at least one every four weeks) will be held to discuss the certified teacher’s progress, as long as the plan is in effect.
- If, as a part of the assistance plan, the principal and teacher determine that an evaluator from outside the building would provide additional insight and support, this may be requested of an administrator from the central office.

Documentation

- A letter from the principal will be submitted to the Superintendent's Office regarding those teachers for whom an Intensive Assistance Plan is being required or suggested. A copy of the plan will be attached.
- Within a week following each progress check conference, a written communication summarizing the conference will be provided by the principal to the certified teacher and the Superintendent's Office. The teacher may choose to submit and attach a written response to the administrative summary, within three days.
- Prior to May 20, a summative evaluation conference between the teacher and the administrator will be held. At that time, the final annual evaluation and written progress on the Intensive Assistance Plan will be discussed prior to its submission to the Superintendent's Office. The teacher may choose to submit and attach a written response.

ANNUAL EVALUATION RATING SCALE TERMS AND DEFINITIONS

Evaluation of the effectiveness of teaching is basic to improved instruction and professional growth. The performance standards listed in each area of effective teaching will assist both teachers and administrators in the evaluation process and will provide evidence for administrators to make conclusions about the effectiveness of teachers. Teachers will be rated as highly effective/exemplary, effective/proficient, needs improvement, or ineffective/unsatisfactory based on the evaluation performance standards. A teacher's final rating/designation will be based on the end of the year SKR Score. (The TAP rubric and other related documents may be found in the Appendix.)

Highly Effective/Exemplary - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed. Score = 3.70 – 5.0

Effective/Proficient - Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are generally self-directed. Score = 2.30 – 3.69

Needs Improvement- Performance typically exhibits some strengths that impact favorably on students and the school climate. Areas of professional growth can be identified. Score = 1.70 – 2.29

Ineffective/Unsatisfactory - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified and an improvement plan will be developed. Direct and immediate intervention is required by administrator. Score = 1.0 – 1.69

APPEAL PROCESS FOR INDIVIDUAL EVALUATIONS

In the event a teacher disagrees with the average evaluation score (based on the raw score from the entire rubric of areas of effective instructional practice) for any individual announced or unannounced observations/evaluations, he or she may appeal if there is a discrepancy of two or more points between the evaluator's total average and the self-evaluation average total.

The site-based appeal process will follow the outlined procedures:

1. The teacher will complete an Appeal Request letter (within 5 days of the post-conference) stating the specific nature of the discrepancy, requesting full disclosure of evidence, and including a teacher's statement of expected performance evaluation. (See Appendix for sample letter.) Full disclosure of evidence includes the evidence sheet and other pertinent documents from the lesson (i.e., lesson plans, handouts, etc.)
2. The site-based evaluation team (master, mentor, and administrator) will meet with the teacher (and GEA/an exclusive representation member) to provide information related to performance to achieve a mutual understanding.
3. In the event of non-agreement, the principal makes the final determination in writing regarding the TAP teacher's score. (National Institute for Excellence in Teaching, TAP Evaluation and Compensation Guide, p. 10)
4. Evaluators will follow TAP recommended protocol for maintaining and/or destroying formative observation documents (i.e., scripts, evidence sheets and post conference plans). These formative documents will be maintained until after the performance based compensation has been calculated and distributed.

If after this process, the teacher disagrees with the final determination of the building administrator, the teacher may appeal at the district level in the following manner:

1. The teacher will write a letter to the District Appeals Committee (c/o the personnel office) within 5 days of receipt of the final decision from the building principal. The District Appeals Committee will include the district TAP representative, a central office administrator, a local GEA representative and at least one master teacher from the school.
2. A review of the teacher evaluation documentation from both the evaluator and the evaluatee will be presented. The Decision from the District Appeal Committee will be final. (National Institute for Excellence in Teaching, TAP Evaluation and Compensation Guide, "District Appeal Process, p. 11)

PERFORMANCE BASED COMPENSATION

Teachers in a TAP school have the opportunity to earn bonuses each year based on their performance in the classroom, their students' achievement gains, and the entire school's achievement growth. (National Institute for Excellence in Teaching, TAP Evaluation and Compensation Guide," p.6) Although the SKR score is used in determining the performance based compensation (score rounded to the nearest .5 for bonuses), it is only one factor in compensation and should not be confused or compared with the teacher's annual rating/effectiveness designation set out in this evaluation document. Each certified teacher teaching K-12 within a Goshen Community School building may earn bonus pay of an average of \$2500 per teacher per year (during the grant for the school years 2011-2012 through the school year 2014-2015), based on the above criteria.

SPECIALTY AREA CERTIFIED STAFF

Goshen Community Schools employs a variety of highly specialized, certified staff members who serve the students and staff in unique positions. Periodically, the district may also have teachers on special assignment, who are not assigned to traditional classrooms of students for instructional purposes. As rubrics and other tools (i.e., forms) are developed to address these unique situations, they will be included in future revisions of this document.

GCS serves as the Local Education Agency (LEA/employing district) for special education teachers and other certified staff of the Elkhart County Special Education Cooperative (ECSEC). In these cases, the teachers and other certified staff serving K-12 outside a Goshen Community School building will be evaluated using a state approved evaluation tool.

APPENDIX

APPENDIX – A
TAP RUBRIC
(Following 6 pages)

Instruction				
	Exemplary (5) *	Proficient (3) *	Unsatisfactory (1) *	
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. State standards are displayed and referenced throughout the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. State standards are displayed. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Few learning objectives and state content standards are communicated. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are displayed. There is evidence that few students demonstrate mastery of the objective. 	
Motivating Students	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort. 	
Presenting Instructional Content	<ul style="list-style-type: none"> Presentation of content always includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information. 	<ul style="list-style-type: none"> Presentation of content most of the time includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information. 	<ul style="list-style-type: none"> Presentation of content rarely includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information. 	
Lesson Structure and Pacing	<ul style="list-style-type: none"> All lessons start promptly. The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> Most lessons start promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> Lessons are not started promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions. 	

* Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

<i>Instruction Continued</i>				
	Exemplary (5)	Proficient (3)	Unsatisfactory (1)	
Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). <ul style="list-style-type: none"> • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.). 	
Questioning	<p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students. 	

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<i>Instruction Continued</i>				
	Exemplary (5)	Proficient (3)	Unsatisfactory (1)	
Academic Feedback	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction. 	
Grouping Students	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to, most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson. 	
Teacher Content Knowledge	<ul style="list-style-type: none"> • Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> • Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> • Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way. 	
Teacher Knowledge of Students	<ul style="list-style-type: none"> • Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> • Teacher practices display understanding of some students' anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> • Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content. 	

<i>Instruction Continued</i>				
	Exemplary (5)	Proficient (3)	Unsatisfactory (1)	
Thinking	<p>Over the course of multiple observations, the teacher consistently and thoroughly teaches all four types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints and; • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<p>Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements few learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. <p>NOTE: If the teacher regularly and thoroughly teaches one type of thinking, he or she shall receive a score of 2.</p>	
Problem Solving	<p>Over the course of multiple observations the teacher implements activities that teach and reinforce 6 or more of the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>Over the course of multiple observations the teacher implements activities that teach and reinforce 4 or more of the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>Over the course of multiple observations the teacher implements less than 2 activities that teach the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	

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<i>Designing and Planning Instruction</i>				
	Exemplary (5)	Proficient (3)	Unsatisfactory (1)	
Instructional Plans	<p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners and; evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners and; evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> few goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. rarely build on prior student knowledge inconsistently provide time for student work, and lesson and unit closure; little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and; little evidence that the plan provides some opportunities to accommodate individual student needs. 	
Student Work	<p>Assignments require students to:</p> <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; draw conclusions, make generalizations, and produce arguments that are supported through extended writing and; connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret information rather than reproduce it; draw conclusions and support them through writing and; connect what they are learning to prior learning and some life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> mostly reproduce information; rarely draw conclusions and support them through writing and; rarely connect what they are learning to prior learning or life experiences. 	
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio-based with clear illustrations of student progress toward state content standards and; include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks and; include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test) and; include performance checks, although the purpose of these checks is not clear. 	

<i>The Learning Environment</i>				
	Exemplary (5)	Proficient (3)	Unsatisfactory (1)	
Expectations	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work. 	
Managing Student Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher uses several techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction. 	
Environment	<p>The classroom</p> <ul style="list-style-type: none"> welcomes all members and guests. is organized and understandable to all students. supplies, equipment, and resources are easily and readily accessible. displays student work that frequently changes. is arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes most members and guests. is organized and understandable to most students. supplies, equipment, and resources are accessible. displays student work. is arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> is somewhat cold and uninviting. is not well organized and understandable to students. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning. 	
Respectful Culture	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students. 	

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APPENDIX B

Evaluator/Self Evaluation Report

☐ Announced
☐ Unannounced

Evaluator _____ Administrator ☐ Master ☐ Mentor

Teacher Evaluated _____

Date _____ Time _____ Subject _____

School Name _____ Cycle 1 2 3 4 5 6

Designing and Planning Instruction	Evaluator Scores	Self-Eval Scores	Reinforcement Objective
Instructional Plans (IP)			
Student Work (SW)			
Assessment (AS)			
The Learning Environment			
Expectations (EX)			
Managing Student Behavior (MSB)			
Environment (ENV)			
Respectful Culture (RC)			
Instruction			Refinement Objective
Standards and Objectives(S&O)			
Motivating Students(MOT)			
Presenting Instructional Content(PIC)			
Lesson Structure and Pacing(LS)			
Activities and Materials(ACT)			
Questioning(QU)			
Academic Feedback(FEED)			
Grouping Students(GRP)			
Teacher Content Knowledge(TCK)			
Teacher Knowledge of Students(TKS)			
Thinking(TH)			
Problem Solving(PS)			

Evaluator Signature _____ **Date** _____

Teacher Signature _____ **Date** _____

APPENDIX C
SAMPLE APPEAL LETTER
(To be submitted within 5 days of the post-conference)

Date

Principal's Name

Site-Based Appeal Committee

Name of School

Re: Classroom Observation/Evaluation Appeal

I would like to request an appeal of my classroom observation/evaluation on _____.
The discrepancy I have with the difference in the evaluator's average score on the
Evaluator/Self-Evaluation TAP Scoring Sheet is _____.

I am requesting an opportunity to look at the evidence of this observation/evaluation score. I
have evidence that _____. I would like to request a meeting as soon as
possible to review the evidence with the appeal committee.

Thank you for your consideration of this matter.

Sincerely,

APPENDIX D
END OF THE YEAR EMPLOYMENT RECOMMENDATION

Teacher's Name: _____

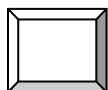
Administrator's Name: _____

School: _____

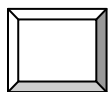
Annual Rating Scale:

Teacher's Score	Teacher Effectiveness	Range for teachers within GCS Schools (based on annual SKR)	Range for ECSEC teachers serving outside of GCS
	Highly Effective/Exemplary	3.70 – 5.0	3.51 – 4.0
	Effective/Proficient	2.30 - 3.69	2.50 – 3.50
	Needs Improvement	1.70 – 2.29	1.75 – 2.49
	Ineffective/Unsatisfactory	1.0 – 1.69	Less than 1.75

Administrative Recommendation Regarding Teacher Contract Renewal



Contract should be renewed for the next school year.

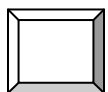


Contract should be renewed with an Intensive Assistance Plan developed for the following year.

The above recommendation is based on the following observations/evaluations – dates:

Administrator Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____



Recommendation will be for the non-renewal of the teacher contract for the next school year.

The above recommendation is based on the following observations/evaluations:

Additional supporting documentation and evidence is attached

Administrator Signature: _____ **Date:** _____

The signature to this document acknowledges receipt of the final evaluation document and not necessarily agreement with its contents.

Teacher Signature: _____ **Date:** _____

Additional comments may be attached, signed and dated by administrator and teacher.

APPENDIX E

SAMPLE INTENSIVE ASSISTANCE PLAN

(This only represents a portion of the plan. Most plans have at least 4 areas for areas of concern.)

Area of Concern	Plan for Remediation	Responsibilities or Benchmarks	Time Frame and Expectations
Classroom Management – Proactive vs. Reactive	<ul style="list-style-type: none"> It is important for you to understand that EACH individual should have individual strategies and steps for managing the classroom to minimize loss of instructional time and student injury. Analyze the behavior plan and what in the classroom environment has caused the escalation of behaviors. 	Responsibility to go over and look at revisions and implementation of behavior plan <ul style="list-style-type: none"> This will require consultation with behavior consultant on your thoughts and recommendations. Will need to meet with a parent for a conference to officially revise the behavior plan. HOWEVER, you can implement your behavior interventions prior to that point. You may also need to meet with the student to discuss changes in expectations or interventions that you have developed. 	<ul style="list-style-type: none"> Review and articulate behavior plans for each student. If the current plan is not working, revise the behavior plan. – Due January 21, 2009. Follow these behavior plans and any changes in class IMMEDIATELY. When you have students reach a crisis point in your class – go back and analyze what “set the child off.” Was it unstructured time? Was it frustration with the content? Was the child “pushed” into a corner with no options? Was it student choice? Follow the CRISIS PROTOCOL set out. Failure to do so will be documented. When you meet with your para to process daily student behaviors, review the behavior plan and discuss strategies for change and follow-up.
Classroom Instruction How do you make curricular decisions? It is expected that all teachers utilize data, monitor student progress, differentiate instruction and use engaging activities.	<ul style="list-style-type: none"> Establish a daily schedule to prioritize instruction and student learning. Use Data to guide instruction. Use ACUITY to monitor student progress. Know the math level of each student. Teacher adapts and creates new strategies for unique student needs and situations Based on student needs, the teacher breaks the content into small chunks of information that can be easily processed by students. 	<ul style="list-style-type: none"> Establish a daily schedule – showing when you do writer’s workshop, reader’s workshop and your math instruction. Classroom is academic focused – with sound data and instruction delivered in a timely manner. 	<ul style="list-style-type: none"> Schedule due to ____ on January 8, 2009. Turn in lesson plans every Friday for the next week’s lessons to _____. Lesson plans need to include all the elements of objective, practice and assessment. Be able to articulate the level of understanding of mathematics, reading and language arts of each student. Use data to base your judgments.

APPENDIX F

STATUTORY GROUNDS FOR DISMISSING TEACHERS

Although the philosophy of Goshen Community Schools related to teacher supervision and evaluation emphasizes growth and improvement, certified teachers must be informed of pertinent statutory rules and regulations related to employment. Following is the statutory reference from Indiana Code related to teacher dismissal.

According to IC 20-28-7.5-1(e), **any** teacher's contract may be cancelled immediately for any of the following reasons.

- Immorality
- Insubordination
- Justifiable decrease in the number of teaching positions; including RIF after 1st semester
- Incompetence
- Neglect of duty
- A conviction for an offense listed in IC 20-28-5-8(c); and/or
- Other good or just cause

APPENDIX G

EXTRACURRICULAR/ATHLETICS

Athletic coaches will be evaluated as follows:

- Head coaches at Goshen High School will be evaluated by the athletic director.
- Assistant coaches at Goshen High School will be evaluated by the head coach of their sport(s).
- Middle school coaches will be evaluated by the head coach at Goshen High School for their particular sport and building principal.
- Elementary coaches will be evaluated by the head coach at Goshen High School for their particular sport and the building principal.
- The forms for these evaluations follow this page.
- The following dates are completion dates for the evaluation process:

<u>Fall Sports</u>	<u>Boys</u>	<u>Girls</u>
Football	Dec. 1	
Cross Country	Dec. 1	Dec. 1
Tennis	Dec. 1	
Golf		Dec. 1
Volleyball		Dec. 1
Soccer	Dec. 1	Dec. 1
<u>Winter Sports</u>		
Basketball	April 1	April 1
Swimming	April 1	April 1
Wrestling	April 1	
Cheerleading		April 1
M.S. Swimming	April 15	April 15
M.S. Wrestling	April 15	
<u>Spring Sports</u>		
Track	July 1	July 1
Baseball/Softball	July 1	July 1
Golf	July 1	July 1
Tennis		July 1

Other extracurricular personnel:

- Personnel holding paid extra duty positions will be evaluated by the building administrator with the following guidelines: In the first year of an extra duty position an evaluation of the extra-duty position will be at the discretion of the building administrator.
- As part of the yearly evaluation, personnel holding paid extra duty positions will be given a satisfactory or unsatisfactory appraisal. Any unsatisfactory evaluation will include an attached narrative describing deficiencies and continuation of the extra duty position will be at the discretion of the building administrator.
- The forms for these evaluations follow this page.

GOSHEN COMMUNITY SCHOOLS

To be used by Head Coaches for Elementary/Middle School/Assistant Coach Evaluation Rev 2/06

Sport _____ Coach Being Evaluated _____
Head Coach _____ Position _____

	Effective	Needs Improvement	Unsatisfactory
1.) Loyalty to head coach and system. (Comments:)	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.) Knowledge of sport: (Comments:)	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.) Ability to teach the sport. (Comments:)	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.) Ability to motivate. (Comments:)	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.) Rapport between coach and players. (Comments:)	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.) Intensity of interest in coaching this sport. (Comments:)	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.) Rapport between coach and coaching staff. (Comments:)	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.) Accepts duties given by head coach. (Comments:)	<input type="text"/>	<input type="text"/>	<input type="text"/>
9.) Keeps athletics in proper perspective. Promotes educational opportunities within framework of coaching. (Comments:)	<input type="text"/>	<input type="text"/>	<input type="text"/>
10.) Comments:			

Circle One:

Successful: Recommendation for continued assignment

Needs Improvement: Recommended for continued assignments, provided an understanding can be reached in areas where improvement has been suggested

Unsatisfactory: Not to be recommended for continued assignment

***Any item marks with "needs improvement" or "unsatisfactory" should include a written explanation.**

The Coach's signature indicates only that all phases of the appraisal have been conducted with the full knowledge of the Coach.

Signature _____ Date _____

Signature _____ Date _____

GOSHEN COMMUNITY SCHOOLS

To be used by Administrators Elementary/Middle School/Assistant Coach Evaluation Rev 2/06

Sport _____ Coach Being Evaluated _____
Head Coach _____ Position _____

	Handling of Administrative Responsibilities		
	Effective	Needs Improvement	Unsatisfactory
1.) Inventories and care of equipment. (Comments:) _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.) Collection of money & forms. (Comments:) _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.) Supervision of students: this includes locker room, bus, after practices, etc. (Comments:) _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.) Time schedule responsibilities. (Comments:) _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.) Rapport with officials and opposing coaches. (Comments:) _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.) Loyalty to head coach and system. (Comments:) _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.) Keeps athletics in proper perspective. Promotes educational opportunities within framework of coaching. (Comments:) _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.) Professional obligations. Attends meetings, Assists at other school functions, etc. (Comments:) _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
9.) Appropriate personal conduct while performing coaching duties. (Comments:) _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
10.) (Comments:) _____			

Circle One:

Successful: Recommendation for continued assignment

Needs Improvement: Recommended for continued assignments, provided an understanding can be reached in areas where improvement has been suggested

Unsatisfactory: Not to be recommended for continued assignment

***Any item marks with "needs improvement" or "unsatisfactory" should include a written explanation.**

The Coach's signature indicates only that all phases of the appraisal have been conducted with the full knowledge of the Coach.

Signature _____ Date _____

Signature _____ Date _____

GCS Extracurricular Evaluation Form

Extracurricular Activity: _____ **Coach/Sponsor** _____ **Year** _____

This form may be used to evaluate the individual receiving a stipend to oversee an extracurricular activity. Evaluations are meant to reinforce positive attributes and aid in the correction of deficiencies.

Relationship with Students:

Excellent _____

Average _____

Needs Improvement _____

Comments _____

Motivational Techniques:

Excellent _____

Average _____

Needs Improvement _____

Comments _____

Relationship with the Parent/Community, Event Officials & Staff:

Excellent _____

Average _____

Needs Improvement _____

Comments _____

Knowledge of the Activity:

A. Knowledge & Implementation of Rules & Guidelines:

Excellent _____

Average _____

Needs Improvement _____

Comments _____

B. Required Skills & Knowledge:

Excellent _____

Average _____

Needs Improvement _____

Comments _____

Maintenance of Equipment/Inventory:

Excellent _____

Average _____

Needs Improvement _____

Comments _____

Recommended to continue? Yes _____ **No** _____

Coach/Sponsor Signature _____ **Supervisor** _____ **Date** _____

APPENDIX H

GLOSSARY OF TERMS

Annual Evaluation: For the purpose of this document, an “annual evaluation” refers to the SKR score. The SKR score is compiled from all four observations/evaluations each year. The annual SKR will be used to make a determination of the “Teacher Category” as defined in Senate Bill 1 (2011): “Highly Effective,” “Effective,” “Needs Improvement” or “Ineffective.”

ECSEC: The Elkhart County Special Education Cooperative. GCS serves as the Local Education Agency (LEA/employing district) for special education teachers and other certified staff of the Elkhart County Special Education Cooperative (ECSEC). Teachers in this category may be serving in Baugo Community Schools, Concord Community Schools, Fairfield Community Schools, Middlebury Community Schools, or Wa-Nee Community Schools. In these cases, the teachers and other certified staff will be evaluated using a state approved evaluation tool. All compensation is based on the Master Contract August 13, 2011- August 12, 2015. In addition, teachers serving in TAP schools are eligible for Performance Based Compensation through TAP.

Formal Classroom Observations/Evaluations:

Announced Classroom Observation/evaluation: includes a pre-conference, a lesson observation, and a timely post-conference.

Unannounced Classroom Observation/evaluation: includes a lesson observation, and a timely post-conference. The teacher will receive a 3 week window for this observation.

Immorality: The Indiana Court of Appeals defines it as follows: [Immorality is] not essentially confined to a deviation from sex morality; it may be such a course of conduct as offends the morals of the community and is a bad example to the youth whose ideals a teacher is supposed to foster and to elevate.

Incompetence: “receiving: (A) an ineffective designation on two (2) consecutive performance evaluations; or (B) an ineffective designation or improvement necessary rating in three (3) years of any five (5) year period.

Ineffective: A letter will be sent to the incoming students informing the parents the teacher has been rated “ineffective.”

Insubordination: “a willful refusal to obey the state school laws or reasonable rules adopted for the governance of the school building or the school corporation.” IC 20-28-7.5-1(e)(2).

Mandatory Improvement Plan: A plan designed for teachers that have received “needs improvement” or “ineffective/unsatisfactory” on two formal classroom observations/evaluations to provide additional support to move them to the “efficient/proficient” category.

Modified Rubric: (Clarifications of Evidence) Special Education Teachers, Teachers On Special Assignment, Speech Pathologist, Secondary Media Specialist, Secondary School Guidance

Counselors, and other employees in non-traditional certified positions within a Goshen Community School building, will be evaluated using the TAP Rubric. Due to the uniqueness of their jobs, certain descriptors of each indicator will be emphasized differently than others to directly correlate to their position.

Teacher: Teacher, for the purposes of this evaluation document, include certified teachers, media specialists, and guidance counselors teaching K-12 within a Goshen Community School building.

Teacher Categories:

Established Teachers: An individual who serves under contract as a teacher in a public school corporation before July 1, 2012 and, at any time before July 1, 2012, enters into a teacher's contract for further service with the school corporation. An established teacher is considered to have an indefinite teaching contract that can only be terminated in accordance with IC 20-28-7.5. IC 20-28-6-8(b). The established teacher never moves into the probationary or professional categories.

Probationary Teachers: Any teacher hired after July 1, 2011 is a probationary teacher for the 2011-12 school year. IC 20-28-6-7.5(b). If the teacher is offered a teaching contract for the 2012-2013 school year, the teacher becomes an established teacher. After July 1, 2012, any new teacher hired by a school corporation is a probationary teacher and remains a probationary teacher until such time as the teacher has received a rating of effective or highly effective for at least three years in a five year or shorter period. At that time, the teacher moves to the professional category.

Resident Teacher – A newly licensed teacher who requires additional support or mentoring through a state guided program, formerly IMAP.

Professional Teachers: After July 1, 2012, a new teacher who receives a rating of effective or highly effective for at least three years in a five year or shorter period becomes a professional teacher. Once a teacher becomes a professional teacher, the teacher remains in that category unless the teacher receives an ineffective rating. At that time, the professional teacher becomes a probationary teacher. The teacher will remain in the probationary category until such time as the teacher receives a rating of effective or highly effective for at least three years in a five year or shorter period.